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**Foundational Services**

**for**

**English Language Arts – Shift Kits Ovierview & EQuIP Rubric Training**

**March, 2014**

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**Shift Kit Presentation Outcomes**

As a result of participating in a workshop or a facilitator leading the presentation regarding the foundational services of the shift kits, final outcomes for participants are listed below.

* Participants will be able to identify the structure and components of each shift kit including a background of how the kits were designed and their connections to PARCC and the Danielson Model through Dimension 1.
* Participants will be able to locate and identify the design of the electronic version of the shift kits housed at: <http://education.illinoisstate.edu/casei/ela/> along with the structure of the resources on this repository.
* Participants will have access to the resources applicable to Foundational Services such as the Supplementary Guides and supporting PowerPoint materials.
* Participants will have an opportunity to work in small groups to examine a kit and share with other participants the big ideas and the uses for the kits in areas, districts and schools.

**Implementation Guide Suggestions**

One tool available to ROE, districts and schools are the Implementation Guides. These guides can be used as each ROE determines appropriate for their audience. The following are guidelines should be used when sharing this tool in this training or future trainings.

* The guides are created for both Math and ELA. They can be found at [www.ilclassroomsinaction.org](http://www.ilclassroomsinaction.org) and <http://education.illinoisstate.edu/casei/ela/>. Keep in mind that part of the document has interactive pop-ups so viewing on a computer is important.
* The guides’ components make direct correlations between the shift kits and the Danielson Model.
* The Implementation Guide is not for evaluation purposes but for schools to identify trends, encourage team building discussions or provide teachers with reflection opportunities.
* The ROE is knowledgeable of the schools in their region and will be able to identify some possible future uses for this alignment tool in their areas.

**EQuIP Presentation Outcomes**

* Participants will become aware of the history of the EQuIP Rubrics.
* Participants will understand the purpose of the EQuIP Rubrics.
* Participants will understand the 4 dimensions of the EQuIP Rubric:

1. Dimension 1: Alignment to the Depth of the CCSS
2. Dimension 2: Key Shifts of the CCSS; key materials related to alignment
3. Dimension 3: Instructional Supports
4. Dimension 4: Assessments: pre-assessment, self-assessment, formative, summative

* Participants will recognize that the EQuIP rubric can be used to align multi-day lessons or units extending over a few class periods/days/weeks.
* Participants will understand the vocabulary within the EQuIP Rubric.
* Participants will utilize the EQuIP rubric with a current multi-day lesson/unit to better determine necessary components that align to the CCSS.

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**Foundational Services**

**Shift Kit Presentation Key Discussion Points**

**(These points are also found in the PowerPoint Notes)**

**Slide 1:** is a list of the materials that will assist with the presentation and is intentionally hidden so that it

can be selected to not print and not be shown during the presentation.

**Slides 2 and 3**: Introductions and purpose of presentation

Purpose:

• Review the Shifts in the Illinois Learning Standards Incorporating the Common Core

• Examine the Shift Kit Website – View Updates: <http://education.illinoisstate.edu/casei/ela/> (not necessary to visit at this time but for presenter to be familiar with where kits are housed electronically).

• Discuss Ideas for Using the Kits

**Slide 4:** How the ELA shifts lead to CCSS implementation:

These shifts create the foundation upon which full Common Core implementation must rely. Illinois is using PARCC’s structure as a way to identify the specific way the shifts will assist in defining areas classroom teachers will need to guide their instruction.

**Slide 5:** The creation and history of the Illinois Shift Kits based and grounded in the alignment of

PARCC’s shifts and research:

The Standards formerly identified 6 major shifts associated with Common Core implementation and then clustered them into three main shifts. PARCC has recently focused on three shifts which have incorporated the original shifts and streamlined them to target specific skills and knowledge. Within these overarching shifts, PARCC designed 3 subcategories that support these overarching shifts for a total of 9.

**Slides 6, 7 and 8:** These slides indicate PARCC’s and Illinois’ 3 major ELA instructional shifts that align to

the CCSS. These slides can just be read. (It is important for the facilitator to note that the future slides will show that 3 kits were designed to define the skills necessary for each instructional shift).

**Slide 9:** PARCC developednine specific advances:

PARCC developed nine specific advances within the three core shifts of the ELA/Literacy demands that aligned to the CCSS. These are woven into the PARCC assessment. It is important for the facilitator to highlight that the PARCC assessment is heavily tied to the CCSS. All tasks are designed with the standards in mind and these shifts in instructional practice are also intended then to be tied heavily to the assessment, to be implemented in concert with one another, and also tie to Danielson. Resources will be presented within the kits to show the connections to all these models.

**Slide 10:** PARCC created nine statements. The first three lines up directly with shift 1, engage with

complex text. Illinois then designed three kits from these statements which are bolded in pink: text complexity, close reading and academic vocabulary.

**Slide 11:**  A graphic representation of Illinois’ three kits that support PARCC’s shift 1.

**Slide 12:** PARCC’s next 4 statements line directly up with shift 2, extracting and employing evidence.

Illinois then designed three kits from these statements which are bolded in green: text dependent questions, writing to/from sources, and narrative writing. Share how the kits focus on the areas of instruction. Explain that Writing to Sources is spent primarily in explanatory and informational writing in the content areas. Narrative writing will be assessed differently and is a shift in practice for many practitioners—the kit goes more in depth as to how this will be done as well as the PARCC website. It is also important to note that ISBE is waiting for more resources from PARCC to define how this area will be assessed further. Writing as a whole will be done not so much as the traditional responding to a prompt but more so as an engagement with a text and extracting evidence from the text as a response while synthesizing materials.

**Slide 13:** A graphic representation of Illinois’ three kits that support PARCC’s shift 2.

**Slide 14:** PARCC’s last 2 statements line directly up with shift 3, building knowledge. ELA represents the

English Language Arts classroom from more of a 6-12 perspective, Informational text represents more of the primary classroom while content area literacy focuses on the 6-12 classrooms that work in history/social studies, science/technical subjects and other content areas.

**Slide 15:** A graphic representation of Illinois’ three kits that support PARCC’s shift 3.

**Slide 16:**  A graphic representation of all 9 kits that Illinois has developed as they relate to the 3 major shifts in instructional practices that PARCC has designed and then a 10th kit targeting Administrators specifically. This kit has been redesigned to have an Elementary and a Secondary section.

It would be ideal to have a physical set of the kits to share with participants to view the set-up of the three coordinated colors and how each kit is designed. At this point, generally, one kit is opened and the structure of the kit is shared. For example, the facilitator should focus on the following content: kit content card and the structure of the binder with a special focus on the table of contents that includes webinars, podcasts and video links that cannot be found anywhere else in the shift kits. Share with participants that once they get to the website, if they printed it exactly how it is structured on the website, their binder would look exactly like the physical one being shared. Continue to show research components, PowerPoints, and handouts. We intentionally drew from other states that had resources created instead of reinventing the wheel. We continue to search for more materials and make updates as we have time.

**Slide 17:** Continue onto the website and share the structure of the website. We have recently updated

all links. If there are areas that something is not working, please contact us. We are also always looking for ideas in regards to books and research to share with the state and need everyone’s help. Please contact us. It is important to share the Supplementary Guides here and the accompanying PowerPoints. These were created for facilitators. The guides have components such as facilitator outcomes, questions that accompany each research article, PowerPoints with notes, and ideas to run a book study or PLC. There is also a connection to Danielson at the end of the guide. The accompanying PowerPoints are available to use if the facilitator is facilitating training about the guides or if they have a section of the shift kit they would like to share at a staff meeting and only have one or two slides to share as an idea.

It is also important to note the Listserv on the site along with the archived materials. These are sent out approximately every 45-60 days and have either updates to the kits or announcements regarding upcoming PARCC or statewide workshops. The listserv WILL NOT ever be shared with another entity or does it reply to all. Items only come back to the Content Specialists.

Regarding kit updates, many items that are in the ROEs are still contained in the kits that are located on the electronic version. We tried to only add items. If something is no longer available, it is due to the absence of an existing link.

**Slide 18:** Quote from Barb Preston, ROE #39

Barb contacted the content specialists and shared her story of how her workshop went in her area. She had a very positive response and wanted to share the idea with others. It is just one way to share the contents of the kits and a precursory idea for the next activity.

**Slide 19:** Facilitators explain upcoming activity and possibly model for participants. A facilitator might

share a ppt, handout, books…but they are focusing on the big idea, highlights and how someone else might use the components of the kit for a training.

**Slide 20:** Facilitators will need to pass kits out and allow about 30-45 min. for examination of the kits

and allow participants to identify their own big idea, highlights, and uses for the kit they chose.

**Slide 21:** Participants share their kits and ideas.

**Slide 22:** Additional Resources:

* New Resources Brochure: If multiple copies of this brochure (handout out at the February 27 & 28th meeting) is wanted, please contact Tracy Gray or Lori Fanello for information in securing these brochures.
* [www.ilclassroomsinaction.org](http://www.ilclassroomsinaction.org) This is Level 3 of the Professional Learning Series and will be connected to [www.isbe.net](http://www.isbe.net) shortly. Right now however, this is the direct connection and it houses all the websites and tools that will assist teachers and schools with implementation but geared more specifically to classroom instruction. Levels 1 and 2 are more for professional development and district implementation.
* Classroom Implementation Guides: Housed on the above website are two guides, one for math and one for ELA. These guides are tools designed to show the direct correlation between Danielson and classroom implementation. It is extremely important that ROEs become familiar with how the tool is to be used and not to be used. A resource introductory page outlines these directions very specifically and intentionally. It is not for evaluation purposes but for school trends and team building discussions or reflection purposes for teachers, not administrators and only after a great deal of professional development has been done around the kits as they directly tie to the kits.

To list later: One resource that might assist ROE staff to be privy to are the evidence tables which can be found at <http://parcconline.org/assessment-blueprints-test-specs>. (Scroll down to the bottom of the page to access them). These evidence tables show the exact skills and necessary practices that all students will need in order to align to the assessment. PARCC has committed itself to remaining transparent and shows in these documents that all tasks and test items will be aligned to the CCSS. (The facilitator may wish to share this resource for later in the presentation as well).

**ROE Foundational Services**

**EQuIP Discussion Points for PowerPoint**

**(These notes are duplicated in the notes section of the PowerPoint)**

**Slide 1:** This slide is to be hidden and used as a reminder of the materials that may be utilized in the

training.

**Slide 2:** The title slide provides participants with the acronym for EQuIP. (Educators Evaluating Quality

Instructional Products) Participants can be provided with a copy of the PowerPoint as well as copies of the K-2 and 3-12 rubric when showing this slide.

**Slide 3 :** Provide participants with the “About EQuIP” handout.

The EQuIP Rubric began as the Tri-State Rubric. The Tri-State Collaborative was comprised of educational leaders from Massachusetts, New York, and Rhode Island and facilitated by Achieve. This collaborative developed a criterion-based rubric and review process to evaluate the quality of multi-day lessons and units intended to address the Common Core State Standards (CCSS) for English Language Arts/Literacy. The outcome of that effort was the development of the “Tri-State Rubrics” and a quality review process designed to determine the quality and alignment of instructional lessons and units to the CCSS. The EQuIP (**E**ducators Evaluating the **Qu**ality of **I**nstructional **P**roducts) Rubrics build on the original collaborative effort. Since the spring of 2012, over twenty states, including Illinois, have participated in EQuIP conferences. The result of this collaboration is the K-2 and 3-12 EQuIP Rubrics.

The objectives of EQuIP are two-fold:

* Increase the supply of high quality lessons and units aligned to the CSSS that are available to elementary, middle, and high school teachers as soon as possible; and
* Build the capacity of educators to evaluate and improve the quality of instructional materials for use in their classrooms and schools.

Presently representatives from the PARCC states are meeting regularly with ACHIEVE in Washington D.C. to continue to provide feedback on the rubric.

**Slide 4:** The primary purpose of the rubric is to provide specific guidance for identifying high quality

instructional materials aligned to the Common Core State Standards. **It is to be used for multi-day lessons or units.**

This rubric can offer assistance to teachers to align their multi-day lessons/units to the CCSS as they transition to full implementation.

States and other educational organizations may use the rubric as an evaluation tool to determine the quality of multi-day lessons/units they want to provide for teachers.

**Slide 5:** The EQuIP rubric can be used to align multi-day lessons or larger units to the CCSS.

**Slide 6:** Remind participants that the rubric is NOT designed for a daily lesson plan. For teachers who

make daily lesson plans, the rubric can be viewed to see if the components of the rubric are evident throughout multiple daily lessons.

A daily lesson plan may not necessarily reflect every element found within the rubric.

**Slide 7:** This slide provides participants with ways **states** can use the rubric. Beyond using the rubric at

cross-state conferences, many states and districts have embraced the rubric and review process to support their implementation of the CCSS in a variety of ways.

1. *As a tool to guide the development* of lessons and units;
2. *As a tool to evaluate existing lessons and units* to identify improvements needed to align with the CCSS;
3. *As a tool to build the capacity of teachers* to gain a deeper understanding of the CCSS; and
4. *As a tool to inform vendors* of criteria that will be applied in the evaluation of proposals and final products. (Also see Publishers’ Criteria in CCSS)

**Slide 8:** This slide provides direction in how teachers can use the rubric to align their lessons and units

to the Illinois Learning Standards Incorporating the Common Core. The slide cautions teachers to disregard the rating scale found at the bottom of the front page of the rubric and to disregard the back of the rubric. Teachers should focus on the criteria listed within each dimension of the rubric.

**Slide 9:** This slide is a reminder to participants that the rubric tool is not for classroom use or to be used

for teacher evaluation. The original intent of the rating scale was for state departments and other educational organizations to determine which multi-day units/lessons become a part of their online resources. EQuIP offers modules and other resources for those organizations that can be found at [www.achieve.org/equip](http://www.achieve.org/equip).

**Slide 10:** Dimension 1: Alignment to depth of CCSS

Dimension 2: Key Shifts in the CCSS

Dimension 3: Instructional Supports

Dimension 4: Assessments: pre-assessment, self-assessment, formative, summative

The descriptive criteria listed in each Dimension/column represent a high standard of quality which describes the characteristics one would find in an exemplary CCSS lesson or unit.

**Slide 11:** While we may look at each dimension separately, it is important that the four dimensions are

thought of as an interlocking pyramid. While they can be considered and analyzed separately, each piece really depends upon the other to form a firm foundation and point toward high expectations.

**Slide 12:** When using the rubric, it is beneficial to focus on Dimensions I & IV first. If participants have

the rubric in their hands or if the presenter has the rubric, demonstrate how to fold the rubric so that only Dimensions I & IV show. Discuss the importance of choosing targets (Dimension I) and the assessment (Dimension IV) to measure mastery of the targets first. Then educators may focus on Dimensions II and III to help plan the instruction.

Even though the screen shot is of the 3-12 rubric, there is a K-2 rubric as well with the same dimension headings.

**Slide 13:** So as we look at Dimensions I and IV, we are really following the backward planning model

adapted from The Understanding by Design Handbook by Grant Wiggins.

**Slide 14:** The backwards design model compares well with the EQuIP rubric with each step matching a

dimension(s) of the rubric.

Backwards Design Model

1. Identify the desired results or outcomes. (Dimension I)
2. Determine acceptable levels of evidence that support the desired results. (Dimension IV)
3. Design activities that will make the desired results happen. (Dimensions II & III)

**Slide 15:** Remind participants that the first dimension of the EQuIP Rubric is focused on alignment to

the Common Core State Standards. In ELA there are some specific attributes that need to be present.

* Does the lesson/unit/material directly target a set of Common Core State Standards?
* Are the texts used in the lesson of reasonable rigor and do they fall within the grade-level complexity band?
* Units must provide information regarding the integration of reading, writing, speaking and listening to advance literacy skills.
* It may be helpful to plan Dimension IV (Assessment) (user guide page 10) along with Dimension I as the targeted standards need assessed.

**Slide 16:** Remind participants that the second dimension of the EQuIP Rubric is focused on the Key Shifts

of the CCSS. There are some specific attributes that need to be present aligned to dimension II.

Do the lessons include text that is read closely?

Are their opportunities for students to record evidence from the text?

What writing tasks are present?

Does the teacher focus on building academic vocabulary?

Participants may want to turn to page 8 of the user guide to see additional suggestions for Dimension II.

Presenters may want to engage the participants with one of the following activities with Dimension II.

1. Participants can highlight in yellow what teachers will feel comfortable and in blue what teachers will feel is challenging.
2. Participants can highlight the vocabulary within the rubric that teachers may need to discuss and come to consensus on what those words/phrases mean.

**Slide 17:** Remind participants that the third dimension is focused on the Instructional Supports teacher

must consider when designing lessons/units. In ELA there are some specific attributes that need to be present.

Does the unit/lesson cultivate student engagement?

Do students know the instructional expectations?

Do students have multiple opportunities to engage with text?

Are students provided with supports when engaging with challenging text?

Does the lesson/unit provide extensions for students who read well above grade level?

Possible activities with this dimension:

1. Participants can highlight in yellow what teachers will feel comfortable and in blue what teachers will feel is challenging.
2. Participants can highlight the vocabulary within the rubric that teachers may need to discuss and come to consensus on what those words/phrases mean.

**Slide 18:** Remind participants that the fourth dimension of the rubric is focused on assessments. There

are specific attributes that need to be present in this dimension:

* *Observable evidence of learning*
* Does the lesson require students to demonstrate what they understand?
* Is there opportunity for students to converse about how they have reached a conclusion/answer?
* Is the teacher asking for a product or some visible or documented way to know if a student is learning?
* *Proficiency*
* Has the teacher determined beforehand the level of proficiency necessary for a student to meet the standard and is it build into the task?
* Is there a rubric and do students know the criteria beforehand?
* In the task, itself, do you see opportunity for the student to demonstrate what they are learning and is that learning vertically aligned?
* Does the assessment criteria match the language and demand of the standard?
* *Rubrics/Scoring Guides*
* Not all multi-day lessons/units will have explicit and documented rubrics, but if a lesson has a formative or summative assessment, has the teacher designed the rubric or scoring guide to mirror the criteria of the standard?
* If there is not rubric needed, does the task provide opportunities for the teacher to assess student progress?
* Is there evidence in the lesson/unit that student growth is measured?

Possible activities with this dimension:

1. Participants can highlight in yellow what teachers will feel comfortable and in blue what teachers will feel is challenging.
2. Participants can highlight the vocabulary within the rubric that teachers may need to discuss and come to consensus on what those words/phrases mean.

**Slide 19:** Presenters will come prepared with a choice of lesson plans for participants to use. During this

part of the presentation, a copy will be given to each participant as the presenter shares how they marked the rubric and discovered what criteria were met and which criteria were absent in the lesson plan/unit. The absent components will give the teacher direction on how to improve the unit/lesson. Highlighted sections COULD note where the criteria was partially present, but could use some “tweaking.”

**Slide 20:** This slide provides online links for lesson plans/units that can be used in the training. Trainers

may have participants bring in their own lesson plans/units.

The 1st link is where the equip rubrics are housed. Also on this link, Achieve has modules for states who are choosing to evaluate units and who will utilize the scoring guide. Illinois will not be emphasizing that piece of the rubric.

The 2nd link houses lesson plans available for professional developers to utilize in sessions such as these. Follow the directions on the slide to access them.

The 3rd link (readwritethink.org) is an additional resource for finding lesson plans/units.

The idea is not to find the perfect lesson but to find units of instruction that can be aligned to the rubric and find areas of need for improvement.

**Slide 21:** Participants can independently or in pairs analyze their units/lessons to the equip rubric.

**Slide 22:** Both of the websites on this slide house the EQuIP resources. Trainers may want to click on

both links and walk through the resources.

[www.ilclassroomsinaction.org](http://www.ilclassroomsinaction.org/)

[www.education.illinoisstate.edu/casei/ela/](http://www.education.illinoisstate.edu/casei/ela/)

Additional resources not previously discussed include a K-2 lesson plan template and a 3-12 lesson plan template.

**Slide 23:** Participants can be placed in groups to answer the questions on the slide.

1. What are the benefits of doing this activity with schools in your ROE?
2. What are the challenges of doing this activity with your ROE?
3. What ideas do you have?

After participants share their findings, the presenter or participants can record (on chart paper) overall strengths and challenges the group found when aligning lesson plans/units with the rubric.

**Slide 24:** Participants will then have time to plan as individual ROEs or collaboratively.

**Slide 25:** The following are references used in the training:

* Wiggins, G. (2005). Adapted from The Understanding by Design Handbook. Wiggins, et al. Alexandria, Virginia: ASCD.
* Websites

[www.achieve.org/equip](http://www.achieve.org/equip) - EQuIP Resources

[www.isbe.net/pls](http://www.isbe.net/pls) - Level 3 – EQuIP Tools and unit/lesson plan resources

[www.ilclassroomsinaction.org](http://www.ilclassroomsinaction.org/) – “Click Equip”

[www.education.illinoisstate.edu/casei/ela/](http://www.education.illinoisstate.edu/casei/ela/) - EQuIP Resources – Scroll down to the bottom of

the page.

**Slide 26:** Contact information for the ELA Content Specialists.